

Coordination & Collaboration to Enhance Transition Services for Students with a Disability

A system of coordination and collaboration across the stakeholders that impact the life of an individual with disabilities.



Presentation Outcomes:

- To give the participants an awareness of key supports/services that are available while in secondary education and especially after a student exits from high school
- To describe:
 - who each agency is and how they connect to the transitioning of youth with disabilities to adult life
 - the eligibility requirements for their supports/services
 - some supports/services they may provide, if eligible
- To spark your interest to learn more and know who to contact

What is a Community of Practice?

- State and local stakeholders come together around the shared interest of improving school and post-school outcomes for youth
- Together, the “community of practice” address issues such as:
 - ✓ meaningful youth involvement and success
 - ✓ increasing post-secondary education options
 - ✓ improving employment outcomes
 - ✓ outreach to the child welfare system
 - ✓ Improve work with juvenile justice
 - ✓ collaborate and partner with the mental health systems
 - ✓ addressing community needs (like accessible transportation)



Our State Community of Practice on Transition

- The Arizona Community of Practice on Transition (AzCoPT) team meets regularly to collaborate, develop, and coordinate transition services, professional development, and resources related to improving the transition experience.
- Our Current Interagency Partners include:
 - ☐ Arizona Department of Education and Public Education Agencies
 - ☐ Rehabilitation Services Administration (RSA)/ Vocational Rehabilitation (VR)
 - ☐ Division of Developmental Disabilities (DDD)
 - ☐ Division of Behavioral Health Services (DBHS)
 - ☐ Raising Special Kids
 - ☐ Office for Children with Special Health Care Needs (OCSHCN)
 - ☐ OSERS: Tribal 121 programs



Our State Community of Practice on Transition

General Purpose:

- Collaboration of supports and services available to students and adults with disabilities

Specific Purpose:

- Provide guidance to anyone working with transitioning students to better create “linkages” to services and supports
- Introduce parents and individuals with disabilities to what they can expect during the transition process



Public Education Agency (PEA)



2/12/2015



Special Education Eligibility

To be eligible for Special Education services, a student:

1. has been evaluated and is found to qualify for one of the 14 categories of a disability

And

2. has been determined by a multi-disciplinary team that special education and related services are required

IDEA 2004 CFR 34 § 300.301, ARS § 15-761(2)



Special Education Individualized Education Program (IEP) for Transition

The secondary education IEP must provide for transition services

- No later than the first Individualized Education Program (IEP) to be in effect when the child turns 16,
- or younger than 16, if transition services are determined appropriate by the IEP Team



Special Education Transition Services are defined as a...

- coordinated set of activities, including a course of study, that are designed to be a results-oriented process
- plan that is focused on improving the academic and functional achievement of the student
- plan that is intentionally designed to facilitate the student's movement from school to post-school activities
- plan with outcomes based on individual needs, taking into account the student's **strengths**, preferences, and interests

IDEA 2004 CFR § 300.43



Individualized Education Program (IEP) Required Components

(8) IEP Components:

1. Measurable postsecondary goals, (MPGs)
2. MPGs are updated annually
3. Age-appropriate transition assessments
4. Course of study
5. Coordinated set of activities
6. Aligned annual IEP goals
7. Student invitation to IEP meeting
8. Outside agency invite with prior consent



Outside Agency in Transition Planning

- Be aware of the agencies that might be able to provide transition services, what those services are, and what you can do now to prepare the student to continue/begin those services
- Carefully consider who to invite to the IEP as an IEP Team member. What information might they need from you? Get consent for them to participate!
(The “IEP Team Facilitator” will invite the agency after getting permission to invite from the family or student at age of majority)
- Review information from the IEP/Special Education staff and the student’s Education and Career Action Plan (ECAP) to develop the rest of the transition plan



Partnerships with Adult Agency Service Providers

It is the responsibility of the IEP Team Facilitator to:

- Identify when and how to involve the adult agency
- Learn about the adult agency's eligibility requirements
- Work collaboratively with the adult agency and family prior to the IEP meeting to develop the draft IEP
- Consider coordinating periodic student/ parent nights focused on meeting with and exploring the services/supports from adult services



The Summary of Performance and Transition

- Separate document (not required to be a part of the IEP)
- Summative document that goes with the student when he/she exits high school
- Given to students graduating with a regular education diploma or aging out



**A great tool for
collaboration!**



The Summary of Performance

3 components:

1. Summary of academic achievement
2. Summary of functional performance
3. Recommendations on how to assist the student in meeting their Measurable Postsecondary Goal(s)
(modifications, accommodations and assistive technology)



Education Career Action Plan (ECAP)

Arizona Education and Career Action Plan for Students in Grades 9-12, State Board Rule # R7-2-302.05

- A. Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan (“ECAP”) prior to graduation. Schools shall develop an Education and Career Action Plan in consultation with the student, the student’s parent or guardian and the appropriate school personnel as designated by the school principal or chief administrative officer. Schools shall monitor, review and update each Education and Career Action Plan at least annually. Completion of an Education and Career Action Plan shall be verified by appropriate school personnel
- B. An Arizona Education and Career Action Plan shall at a minimum allow students to enter, track and update the following information: 1. Academic Goals that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement; 2. Career Goals that include identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements; 3. Postsecondary Education Goals that include identifying progress toward meeting admission requirements, completing application forms and creating financial assistance plans; and 4. Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities

***Regular Education Responsibility for all Students**



ECAP Attributes

Use this checklist to track the completion of the four required ECAP attributes.

1. ACADEMIC

Plan coursework, meet high school requirements, document postsecondary education goals, review academic progress to include needed interventions or advisements, record academic achievement or awards

2. CAREER

Identify postsecondary career plans, options, interests or skills, explore career opportunities, explore needed educational requirements to meet the career option

3. POSTSECONDARY

Explore admissions requirements, complete necessary applications, create a financial assistance plan, etc.

4. EXTRACURRICULAR

Documentation for participation in: clubs or organizations, athletics, recreational activities, fine arts opportunities, community service or volunteer activities, experiences, internships, leadership opportunities, job shadow, etc., and other activities the user might wish to note

Q&A?





DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Rehabilitation Services Administration/ Vocational Rehabilitation (VR)

- **Mission**

- Arizona Rehabilitation Services Administration works with individuals with disabilities to achieve their goals for employment and independence.

- **Vision**

- Working with Clients: RSA will deliver high quality services that result in employment and independence consistent with the self-direction and informed choice of the individual.

Vision, Continued

- Working with Staff: RSA staff will be competent, accountable professionals with a commitment to excellence in customer service. Our staff will be highly valued in an inclusive environment characterized by respect, open-communication, flexibility and trust.
- Working with the Community: RSA will be a leader and engaged partner in the community; developing and sustaining collaborations that result in increased employment and independence for individuals with disabilities.

VR Eligibility Requirements

An individual:

- has a physical, mental or emotional impairment that results in a substantial barrier to employment
- is able to benefit in terms of an employment outcome
- wants to work and requires VR services to prepare for, secure, retain or regain employment

Rehabilitation Act Section 7(20)(B)



Order of Selection



- The Priorities:
 - Priority 1 – Most significant disability
 - Priority 2 – Significant disability
 - Priority 3 – All other eligible individuals with disabilities

Life areas assessed to determine Priority:

- Mobility
- Communication
- Self-care
- Self-direction
- Interpersonal
- Work tolerance
- Work skills



Referring Students for VR Services

- When?
 - The student is ready to begin the transition process
 - Could be as early as freshman year
- Who?
 - Self-referral
 - Educator
 - Family Member
 - State agency
 - Other



VR Services

Individualized Plan for Employment (IPE) is developed based on the disability-related needs of the individual for his/her specific vocational goal

- Vocational Counseling & Guidance
- Assessments
- Career Exploration
- Information about Community Resources
- Work Readiness Activities
- On-the-Job Training
- Community College or University Education
- Vocational or Technical Training

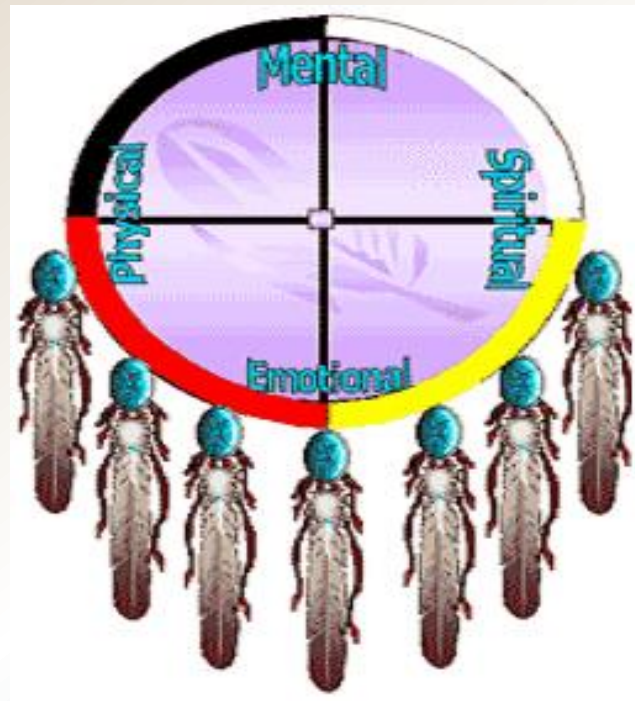


Q&A?



American Indian Vocational Rehabilitation Programs

Paula S. Seanez, Assistant Director,
Navajo Nation OSERS



American Indian VR -Background

- Rehabilitation Act, as amended 1978, to Navajo Nation in 1981 (moved to Section 121 in 1998)
- Originally funded under section 130 of the Act
- American Indian VR funded under section 121 of the Rehabilitation Act
- Section 21 implemented un/underserved populations, Rehabilitation Act, as amended 1992



Navajo Nation Office of Special Education & Rehabilitation Services

- Vocational Rehabilitation Services
- Independent Living Services
- Early Childhood Intervention (Growing in Beauty)
- Tuba City Industrial Laundry/Food Vending Services
- Navajo ABLÉ
- Navajo Nation Handicapped Trust Funds
- Navajo Nation Advisory Council on the Handi-CAPABLE



American Indian VR

Eighty-six American Indian VR programs nationally

In Arizona, six Tribes are funded:

1. Navajo Nation
2. Fort Mojave
3. Hopi
4. Tohono O'odham
5. White Mountain Apache
6. Salt River-Pima Maricopa Indian Community



VR Eligibility Requirements

- An individual must:
- Be an enrolled member of an American Indian Tribe
- Must physically live on/near the reservation
- Have a physical or mental impairment which constitutes an impediment to employment
- Require VR services that will lead to employment



Purpose of Vocational Rehabilitation

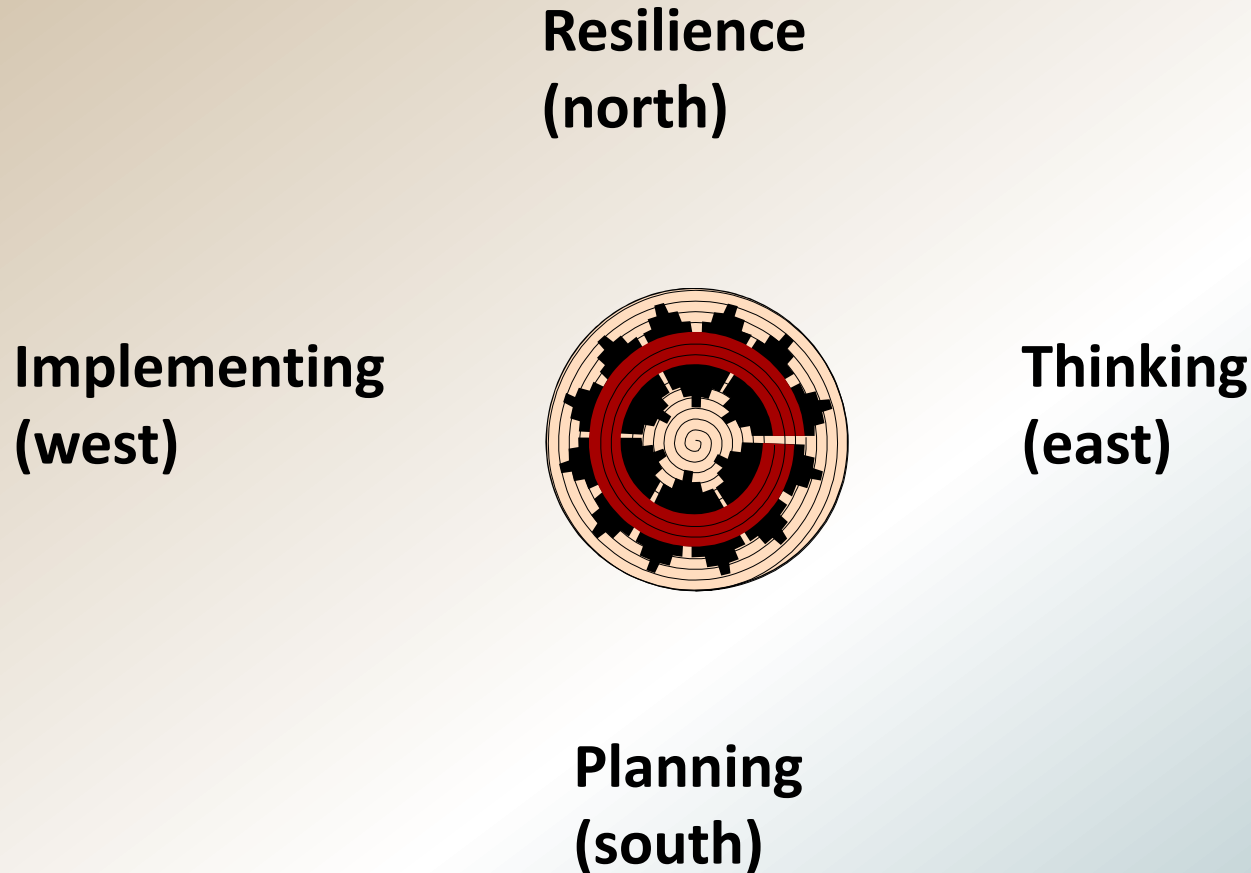
Provide culturally relevant VR services necessary to assist Americans with a disability in preparing for securing, retaining, or regaining an employment outcome

Unique Models of VR:

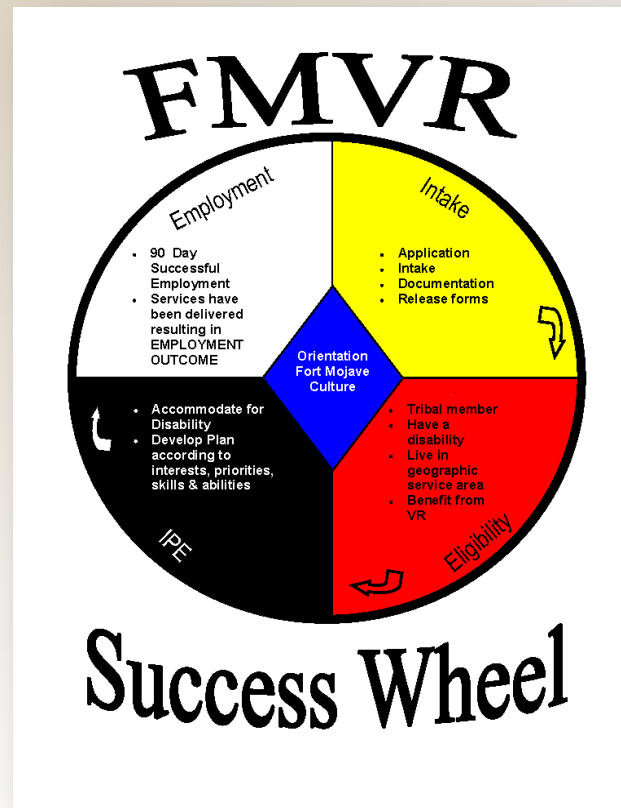
- Navajo Nation
- Hopi
- Fort Mojave



Conceptual Representation of Navajo Cycle of Services



Conceptual Representation of Fort Mohave Cycle of Services



Ahè hee (Thank You)



The Division of Developmental Disabilities (DDD)

- Advocates for and supports students and their families
- Promotes an array of person-centered, flexible, quality services and supports
- Partners with stakeholders to promote successful transition from school to adult life

Eligibility Criteria

- Resides in Arizona
- Applies voluntarily
- Meets diagnostic and functional criteria for age in one of the following categories:
 1. Autism
 2. Cerebral Palsy
 3. Cognitive Disability
 4. Epilepsy
- Manifests the disability before age 18 and it is likely to continue indefinitely
- Exhibits substantial functional limitations in 3 of 7 major life skill areas

7 Life Skills Areas

1. Self-care: *eating, grooming, hygiene, etc.*
2. Receptive and expressive language: *communicating with others*
3. Learning: *acquiring and processing new information*
4. Mobility: *moving from place to place*
5. Self-direction: *managing personal finances, protecting self-interests, or making independent decisions that affect one's well-being*
6. Capacity for independent living: *able to live on one's own*
7. Economic self-sufficiency: *able to financially support oneself*

Categories of Eligibility

- State-only funded
 - *Receives support coordination and community resource referrals*
- Medicaid funded
 - Targeted
 - *Same as state-only with the addition of acute health care services*
 - Arizona Long Term Care System (ALTCS)
 - *Same as targeted with an array of home- and community-based services*

Supports and Services

DDD provides or contracts with individuals and agencies to provide services and supports based on identified needs and state and/or federal guidelines including:

- Attendant care
- Day treatment and training
- Habilitation
- Home health services
- Home nursing
- Respite care
- Therapy services
- Transportation
- Employment services and supports

Employment Supports & Services

- Individual Supported Employment
- Group Supported Employment
- Center-Based Employment
- Employment Support Aide
- Transportation



Individuals may participate in one or more of these services both prior to (such as a summer program) or after exiting school

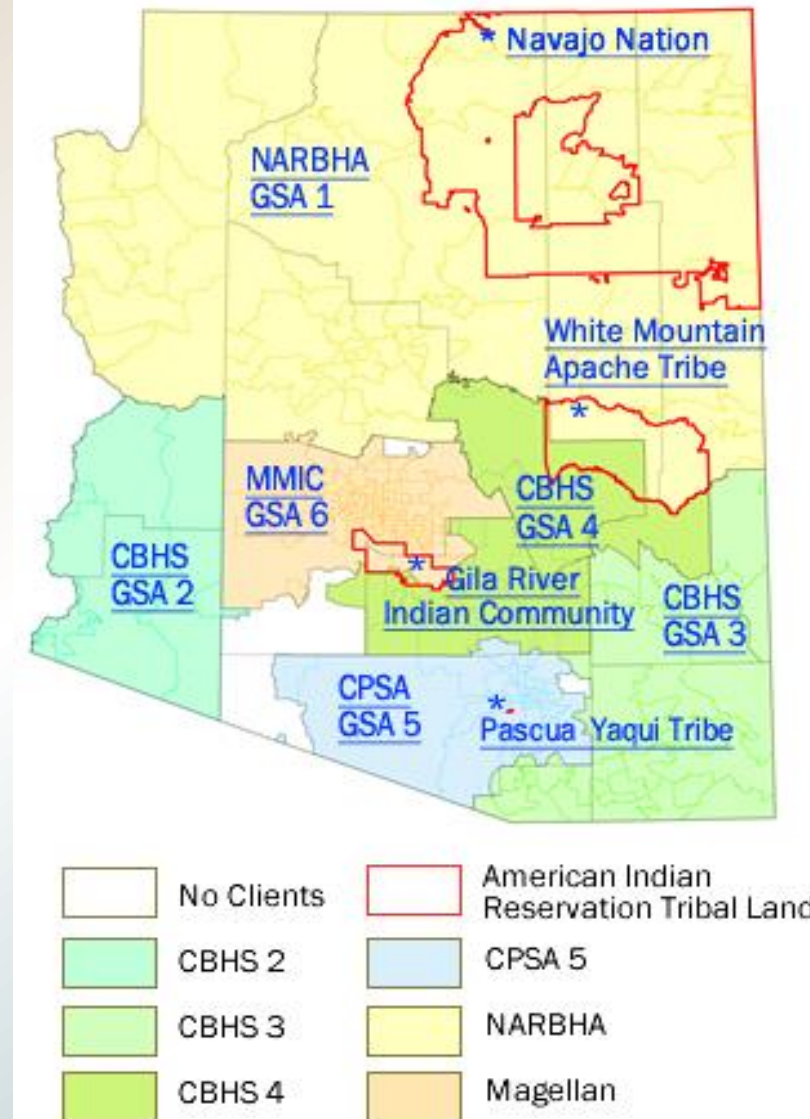
AZ Department of Health Services/ Division of Behavioral Health Services (ADHS/DBHS)

Responsible for monitoring the Regional
Behavioral Health Authorities (RBHAs)

- Northern Arizona Regional Behavioral Health Authority (NARBHA)
- Mercy Maricopa Integrated Care (MMIC)
- Cenpatico
- Community Partnership of Southern Arizona (CPSA)

And 3 Tribal RBHAs (T/RBHAs)

- White Mountain Apache Tribe
- Gila River Indian Community
- Pascua Yaqui Tribe



The 12 Arizona Principles:

- Collaboration with Child and Family
- Functional Outcomes
- Collaboration with Others
- Accessible array of BH Services
- Best Practices
- Most Appropriate Setting
- Timeliness
- Services Tailored to Child and Family
- Stability
- Respect for the Child and Family's Unique Cultural Heritage
- Independence
- Connection to Natural Supports



Eligibility and Referral



Children, age 0-21, who:

Meet the: Federal Poverty Guidelines established by AHCCCS for Title XIX and Title XXI (KidsCare) are eligible for the full range of behavioral health services

(DBHS serves individuals over the course of their lifespan but for the purpose of this presentation we have focused on the 0-21 population)

Referral for Services:

For eligible individuals, it's simply a matter of calling up the Member Services number for the T/RBHA providing services in your area. The T/RBHA phone numbers can be found on the DBHS website. <http://www.azdhs.gov/bhs>

Preparing for Adulthood



- Every child and youth must be served through Child and Family Team (CFT) Practice. The CFT members assist in assessing post secondary educational wants/needs as members of the IEP process and coordinate and collaborate with other system partners to support a smooth transition across systems
- Beginning at age 16, the CFT must help the youth and family determine what, if any, the youths needs will be as he/she transitions to adulthood. This includes an assessment of independent living skills, housing, safety, physical health, access to insurance, transportation, education, employment, financial, and natural supports
- Ensure that providers are knowledgeable about DBHS protocols and policies on transitioning young adults

Services Available

- Treatment
- Medical
- Residential
- Crisis Intervention
- Inpatient
- Behavioral Health Day Programs
- Prevention
- *Support and Rehabilitation*



Support and Rehabilitation Services

- Skills Training and Development
- Psychoeducational Services (pre-job training and development)
- Ongoing Support to Maintain Employment
- Case Management
- Personal Care Services
- Peer Support
- Family Support
- Respite Care
- Supported Housing



Q&A?

Office for Children with Special Health Care Needs (OCSHCN)

“What Does Health Have To Do With Transition?
Everything!!”



OCSHCN in Pediatric to Adult Healthcare Transition

OCSHCN Promotes:

- Best practices for the health care transition of youth with special health care needs
- Health care transition planning among community partners
- Self-determination for youth with special healthcare needs

OCSHCN Health Care Transition Services

- OCSHCN can help youth, families and providers access health care transition information, resources and training
- OCSHCN offers transition to adult training for physicians
- OCSHCN can assist youth and families in the developing health care transition plans



OCSHCN Promotes Best Practices in Pediatric to Adult Health Care Transition

- Youth, family and the health care provider develop a written health care transition plan that includes:
 - Coordination of transition services
 - Identification of an adult healthcare provider
 - Future health insurance coverage
- Transition plans are reviewed and updated, as needed

OCSHCN Promotes Transition Planning

- All OCSHCN program and service recipients are eligible for transition planning
- OCSHCN promotes the importance of:
 - Transition planning with youth, families and community partners
 - Youth being included in decision making at the earliest age possible

OCSHCN Promotes Self-Determination for Youth

Youth develop and practice health care skills by learning:

- About their health condition and how to describe and manage it
- How to schedule medical appointments.
- How to be an effective self-advocate
- How health insurance eligibility may change at age 18

Health Care Transition Plan

A health care transition plan should:

- Include timelines for goals and activities
- Identify who is responsible for coordinating transfer of care
- Identify an adult health care provider
- Address current strengths and needs

Health Care Transition Plan

Should address current needs such as:

- Transportation
- Emergency planning
- Health insurance
- Coordination of transition services
- Guardianship
- Developmental and functional independence
- Education
- Social and emotional health



Q&A?



**Supporting families of
children with disabilities or
special health needs in Arizona**

Raising Special Kids

Comprehensive Family Resource Center

- Serving all of Arizona with staff in Phoenix, Flagstaff, Tucson, and Yuma
- 501(c)(3) Nonprofit organization
- Founded in 1979
- Serve families with children with the full range of disabilities and special health care needs
- Staffed by family members of children with disabilities and special health care needs

Referrals

- Self-referrals
- Education Professionals
- Hospitals
- Physicians
- State agencies
- Other



Family Referral Form
Please fax completed form to: 602-242-4306

Raising Special Kids provides support, information, resources, training and assistance to parents of children with disabilities or special health care needs in Arizona. **All programs and services are offered free of charge** in both English and Spanish, at all ages and stages of a child's development.

By providing the following information, and a signature, parents are giving permission to initiate contact between Raising Special Kids and the family you are referring for services. Upon receiving your referral, the family will be contacted within 48 hours in most cases, or immediately for urgent matters. All information is treated as confidential and will not be released to outside organizations or individuals. Raising Special Kids conducts 100% follow-ups on all referrals.

Professional Information

Name (please print): _____

Agency / Org.: _____

Phone: _____

Email: _____

Signature: _____

Family Information (please print)

Name: _____

Phone: _____

Address: _____

Email: _____

City / Zip Code: _____

Child's Name: _____

Child's Diagnosis/Special Needs: _____

Date of Birth: _____

Family Waiver / Release of Information

I hereby give permission to my care provider to release information to Raising Special Kids. I understand I can expect a phone call within a few days of this referral.

Signature of Parent/Guardian: _____ Date: _____

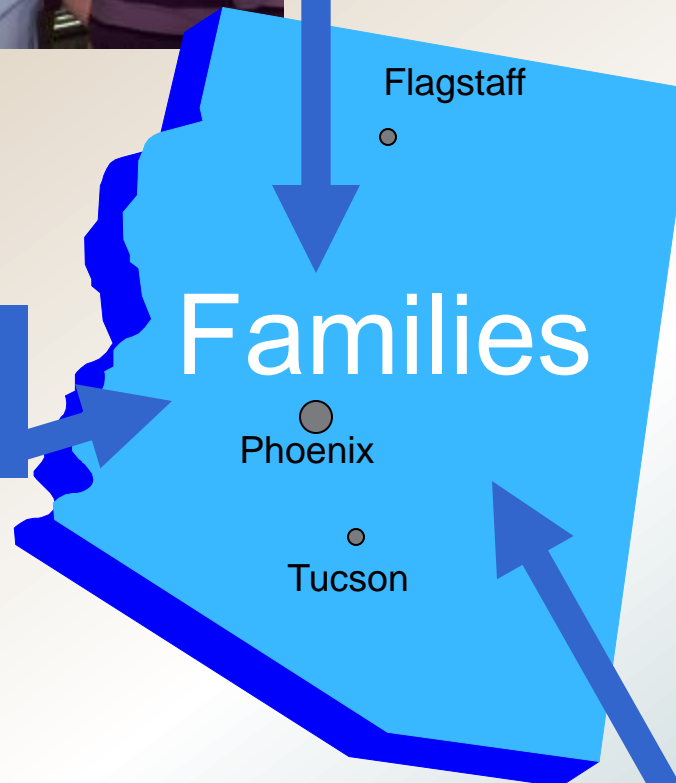
5025 E. Washington St., Ste. 204, Phoenix, AZ 85034-2005
602-242-4366 Toll Free 800-237-3007 Fax 602-242-4306 www.raisingpecialkids.org





Parent to Parent
Support

Special Education
Consultation



Health Care Information

Parent Training and Information Center

- Arizona's Parent Training and Information Center (PTI) provides special education training and assistance to families of children with disabilities from birth to 26 years of age
- Every state has at least one center funded through the U.S. Department of Education under Part D of the Individuals with Disabilities Education Act (IDEA)

Navigating Systems of Health Care



- Information for families about using systems of care and health care financing
- Training for health care professionals to increase their knowledge and skills in working with families
- Advocacy with state programs (AHCCCS, CRS, ADHS/DBHS) for children with special health care needs
- Raising Special Kids is Arizona's Chapter of Family Voices, a national organization focused children's health issues



Parent to Parent Program

- Raising Special Kids and Pilot Parents of Southern Arizona provide Parent to Parent Mentoring
- Upon request, Parent Leaders are matched with families facing a new concern (e.g.: new diagnosis, medical and therapy options).
- Offer support and guidance
- Provide opportunities to share personal experiences and the perspective of a family who has faced similar issues



Impact of Parent to Parent Support

- Increases families' ability to cope
- Supports families in problem solving
- Develops awareness of community support

98% of parents have reported that Parent to Parent support is helpful to them.



Raising Special Kids

- Works hard to keep our services at no cost to families
- Provides training, materials, and consultation in English and Spanish
- Supports families of diverse culture, structure and background



Q&A?

Questions



Partnering for Transition

Arizona Department of Education, Exceptional Student Services, Secondary Transition

Andi Asel, Education Transition Specialist
(602) 542-3153, Andi.Asel@azed.gov

Susan Voirol, Education Transition Specialist
(602) 542-7882 Susan.Voirol@azed.gov

Ana Núñez, Education Transition Specialist
(602) 542-4195 Ana.Nunez@azed.gov

William McQueary, Community of Practice Coordinator
(602) 364-0642, William.McQueary@azed.gov

Web Address: <http://www.ade.state.az.us/ess/>

Partnering for Transition

Arizona Department of Economic Security (DES) Division of Developmental Disabilities (DDD)

Linda Tasco, Director of Program Services
1789 W. Jefferson Street, Phoenix, Arizona 85007
602-542-6829, ljtasco@azdes.gov
Web Address: www.azdes.gov/ddd/

Arizona Department of Health Services, Division of Behavioral Health Services

Robert Crouse, Implementation Manager, Children's System of Care
150 N. 18th Avenue, Suite 240, Phoenix, AZ 85007
602-364-4854 crouser@azdhs.gov
Web Address: <http://www.azdhs.gov/bhs>

Partnering for Transition

Arizona Department of Health Services/Office for Children with Special Health Care Needs

Rita Aitken, Education & Advocacy Manager

150 N. 18th Avenue, Suite 330

Phoenix, Arizona 85007-3242

(602) 364-1480 or 1-800-232-1676 (ask for OCSHCN)

Rita.Aitken@azdhs.gov

Web address: <http://www.azdhs.gov/phs/ocshcn/index.htm>

Send OCSHCN a message: OCSHCN@azdhs.gov

Partnering for Transition

**Rehabilitation Services Administration (RSA) Vocational
Rehabilitation Program (VR)**

Betty Schoen, Region 1 Transition Specialist

602-542-6282

BSchoen@azdes.gov

1789 W Jefferson, 2nd Floor NW

Phoenix Arizona 85007

Sara Sembiente, Statewide Transition Coordinator

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SSembiente@azdes.gov

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Tucson, AZ 85711

Web Address: www.azdes.gov/rsa

Partnering for Transition

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